



Newark Teacher Induction Program #205

Advisory Council Meeting # 2

September 21, 2018 @ 9:30AM - 12:00PM, Newark USD Board Library

Agenda & Note taking form

Attendance:

Mentors: G Bischofberger, A Magario, D Sawin, V Williamson

Principals: W Eaton (KEY Academy), A Ehrich (Lincoln Elementary)

Purpose:

A. Update from with Teri Clark,

COA - wanting to make sure moving forward throughout the year that were not addressed in the last Site Visit

- Add revisions - to the following quarterly report
- On-going surveys or checks to designate specific into for mentor work

Site Visit Interview - Choose interviewees

Program is about COACHING not completion of documents. How does the leadership gather that the candidates received data. Quality feedback from candidates. How do we know authentic coaching is happening?
Require mentoring not documentation.

Quarterly Report:
What is candidate competence?
Add activities, data analysis, in the QR. Tell the story throughout the year.

Progress on Standard 6 which was marked NOT MET?

1. Meetings with mentors - How is it going?
2. Survey - How do the Candidates feel about their mentoring effectively?

Comments from Teri:

- Moving in the right direction.
- Excellent job.
- Seems aligned to the new standards
- Enough data to meet Standard 6

B. **Define** Program Standard 5: *Determining Candidate Competence for the Clear Credential Recommendation & identify* evidence from the ILP, Levels of Teacher Development on the CSTP and other program document to demonstrate growth and competence. Make recommendations regarding the metrics to be used to be communicated in the program benchmark forms.

Define Competence	Define Growth
<ul style="list-style-type: none"> ● Consistent demonstration of mastery of named CSTPs ● Create an effective environment of student learning ● Organized, structured instruction that 	<ul style="list-style-type: none"> ● Movement on the CSTP complexity & depth ● Life-long learners looking to improve: ll ● Self-reflections -> action! ● Candidate always looking for ways to



Newark Teacher Induction Program #205

<p>builds on prior knowledge of students learning and ability</p> <ul style="list-style-type: none"> ● Understand skills needed by students ● Growth -> mastery of CSTP ● How is this reflected in the classroom? ● CSTP standards ● Candidate Log 	<p>improve and enhance teaching skills!</p> <ul style="list-style-type: none"> ● Challenged to learn more ● Positive, lateral movement on CSTP ● Increased complexity and depth of practice ● Reflection? ● Likert self-assessment
<p><u>Possible Evidence</u></p> <ul style="list-style-type: none"> → Observations - reflections: ll → Candidate log: ll → St surveys / test scores → Structure → Use of prior knowledge & accommodations → St Assessment/ data: ll → St work showing growth → Lessons developed that builds on prior knowledge of Student o → Data logs → Student works → Multiple self-assessment on CSTP recording details or evidence → Seeking out PD- demonstration of life-long learning 	<p><u>Possible Evidence</u></p> <ul style="list-style-type: none"> → Student scores / confidence scores → Mentor observation: ll → Participation in training → Collaboration with colleagues: ll → Setting goals with mentor: ll → T self-assessment on CSTP → Attend conferences → Member of professional blogs or networks → Charting information → Test scores → Assessments / collaboration → Training → Student work → Mentor feedback/ Log → Teacher reflection → CC Log
<p><i>How do we measure candidate growth and competence?</i></p> <p>Council recommends that the mentor and candidate discuss what <u>candidate growth and competence</u> may mean in the context of the candidate’s teaching experience, current teaching context, and professional goals. Together, they will answer the questions:</p> <p style="text-align: center;">What is growth and competence and how will you determine you’ve grown?</p> <p>The definition may be recorded as the “Wondering Statement”. The metric to base growth is the measurable outcome. The evidence to document growth will be indicated in the Action Research Plan of the ILP 2018.</p>	

<p><u>Recommendations to the Benchmark form:</u></p> <ul style="list-style-type: none"> - Use CSTP for self-assessment - Further discussion at the next Advisory Council meeting



Newark Teacher Induction Program #205

Feedback from the Council

	3 - New Ideas	2 - Recommendations	1 - Question or Compliment
Anne	<ol style="list-style-type: none"> 1. How to guide without requiring 2. Commission update 3. Dates for future meetings 	Sent out today's slideshow, please	Go Leonor & Virginia! Great job on submitted work!
No ID		<p>Each meeting give one more information and competence to be an effective mentor</p> <p>Ideas on effective conversations with candidate for professional growth</p>	
Virginia	<ol style="list-style-type: none"> 1. Ways to indicate growth includes PD 2. Empowering candidates to take responsibility for demonstrating growth 3. Less reliance on self-assessment on CSTP, more on creating / demonstrating evidence 	<ol style="list-style-type: none"> 1. Reinforce with mentors the flexibility of the program, that candidates determine what they need & how they demonstrate or provide evidence 2. Continue to keep open communication with mentors 	Great meeting! I appreciate the collaborative environment
Will	<ol style="list-style-type: none"> 1. Shift focus on identifying growth from program coordinators to candidates 2. Let ILP/ Mentor Log highlight growth - This must be identified as "wondering statement" and could be celebrated at End-of-year colloquium, which would serve as the 	May be useful to provide a series of possible, but not limited to, examples of growth for candidates to consider	<p>What will differentiate the Year 1 experience for from the Year 2?</p> <p>Thank you for your focus -> The website and associated document links look great!</p>



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	sound board for more growth opportunities for Year 2		
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